

STUDENT AFFAIRS DIVISION  
CO+CURRICULAR PROGRAMS  
October 2005

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**CAMPUS RECREATION**

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**Programs and Services**

The Campus Recreation program is comprised of five programming areas, intramural sports, sport clubs, outdoor adventures, fitness and open recreation. Each of these program areas not only provides a wide range of activities for the students, but they also work to support the campus goal of creating an environment where health and wellness is a priority for students, faculty and staff.

**Intramural Sports**

The intramural sports (IM) program offers students the opportunity to compete with fellow students, faculty and staff in a variety of sports on campus. IM activities are designed to accommodate players of all skill and ability level and provide competitive levels from purely recreational to the highly-skilled athlete. Each sport is divided into divisions for men, women and co-ed offerings and then further divided based upon skill/competitive level so the student will be able to compete against teams with a similar, self-defined, skill level. The current sports offered by the IM program are as follows:

**Fall Semester**

Flag Football (4v4)  
Volleyball  
Grass Volleyball  
Tennis Singles  
Wiffleball Tournament  
Kickball

**Spring Semester**

Basketball  
Grass Volleyball  
Racquetball  
Tennis Doubles  
Softball Tournament  
Dodgeball

Not only does the IM program provide an opportunity for students to compete in their favorite sports, it also provides leadership opportunities on many levels. Each team is formed by students and each team has a student manager. The manager is responsible for organizing his or her team for their weekly one hour game; they are also responsible for conveying all rules and eligibility information along with schedule information to their teammates.

The IM sports program relies on students to administrate the program as well. Leadership positions are available for student officials to officiate the IM contests. These would be the front-line students for our program. They have one of the most difficult jobs in that they must enforce rules among their peers. It is a tremendous growth

opportunity for students. The next step in the leadership of the IM program is the Student Supervisors. These students are charged with hiring, training, supervising and evaluating the student officials of the program. In addition to their staff supervision responsibilities they also are charged with maintaining the safety of the play area for participants, handling disputes and enforcing rules among peers. They are truly the extension of the Campus Recreation office in the field.

## **Sport Clubs**

The sport club program is the outlet for those students that desire to be more competitive in their particular sport. Sport Clubs are student organizations that are formed and managed for students by students. While the Intramural Sports program gives students the opportunity to compete against other students on campus, the Sport Club program gives students the opportunity to compete against other schools from the local, regional and national arena. Sport Clubs are highly organized student run “small business” that competes at very high levels.

There are currently no Sport Clubs on campus, but there are several in the developmental stages. Early members of the Sport Club program look to be lacrosse, soccer and rowing. As these clubs are student driven, it is up to the students on campus to determine the clubs that will be formed.

Being an officer of a Sport Club is a tremendous learning and growth opportunity for students. Each club will have an officer core of President, Vice-President and Treasurer at minimum, most will have more, but this is the core positions. These students manage the club from hiring coaches, developing budgets and competition schedules. The club officers work very closely with the staff of the Campus Recreation office to advise them in issues from coach selection and management to budgets and travel. This is a very powerful learning tool for students to compete at a high level and to be part of the management of a complex sports organization.

## **Outdoor Adventures**

The Outdoor Adventures (OA) program is one of the most diverse program areas in Campus Recreation. The OA program offers activities ranging from day trips to San Francisco to multi-day camping trips in Yosemite and classroom and hands on learning in camping skills and being good stewards of the natural environment. The OA program is open to students, faculty, staff and community members, but the primary focus is on the UC Merced students.

The OA trip program offers trips for all skill and ability levels throughout the academic year. The trips are organized and run by the Campus Recreation OA staff and include transportation, all fees (unless specified) and staffing. Trips conducted by the OA program include day trips to Yosemite and Kings Canyon for hiking and community service, to adrenalin packed trips such as the Mammoth Cave Expedition and whitewater rafting on the Merced River.

The OA program also includes a classroom/field lecture component. These lectures include topics such as Camping 101 where individuals learn what is needed for a successful camping trip and how all of the needed equipment works. There are also sessions on the Leave No Trace program. The concepts of this program are part of all of the OA activities. It is extremely important that our students have the opportunity to learn how to enjoy our natural resources and to be good stewards of those resources. The Leave No Trace program teaches just that.

All of our trips include a rating scale so individuals can select the trip that best fits their ability, exertion level and or level of adventure that they want to experience. The OA program provides the resources about the activity to help guide the participant to choose the trip that is right for them.

The OA program also provides leadership opportunities for students on campus. The program is designed to be a student run program with the students coordinating and guiding the trips with mentoring and guidance from the Campus Recreation staff. This provides an excellent opportunity for students to learn the skills necessary to become leaders in the outdoors and leaders among their peers.

### **Fitness**

The fitness program is currently under development, but will include a variety of “non-credit” classes in areas such as aerobics, Pilates, Yoga and other group fitness classes. In addition to the group fitness classes, there will be one-on-one opportunities for students and members of the Campus Recreation program to interact with the fitness staff. Activities such as one-on-one orientation to the weight and cardio equipment, and basic personal training services will be available to students and members of the program.

The programs and services of the fitness program support the campus goal of having a student body that is not only academically fit, but values health and wellness. The fitness program will also provide for educational and leadership development opportunities for our students. Students will be the ones that deliver the bulk of the services in the fitness program. They will be provided with training and certifications in their particular area of service. This will not only help develop leadership skills that will be useful in the workplace, but in life as well.

### **Open Recreation**

The Open Recreation program is the drop in recreation component of the Joseph E. Gallo Recreation and Wellness Center. Open Recreation consists of the recreational use of the basketball/volleyball/badminton courts, weight room and cardio equipment. This will be the largest of our program areas as most students, faculty and staff will be “drop in” informal recreation users and not part of any of our other structured programs.

The Open Recreation program will provide some basic structure for students that want to drop in and recreate. The structure provided will be items such as reserving times specifically for basketball, volleyball and badminton each day and week. This will allow students and members to know when they can take part in those activities. The Open Recreation program will also manage the operations of the facility.

The student staff of the Open Recreation program will staff the building during all of its open hours. They will staff the front check in counter and enforce policies throughout the building. This is another great student leadership position as the Open Recreation students will learn the skills needed to supervise others, understand the importance of reliability (opening the building on time) and the enforcement of rules and policies among their peers.

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## **CAREER SERVICES CENTER**

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The Career Services Center at the University of California, Merced, in addition to offering comprehensive career development services student and alumni, assists in the development and coordination of internship opportunities and other experiential opportunities for UC Merced students. Specifically the Career Services Center:

- Collaborates with employers to develop new, or enhance existing, internship programs within the employers' organizations
- Collaborates with faculty to establish internship courses allowing for academic unit credit for participation in an internship
- Houses directories of local, regional, national and international internship opportunities both in print and on the internet
- Collaborates with the three schools in the development of UC Merced's relationship with the UC Sacramento and UCDC internship programs
- Provides information to students regarding internship opportunities that are for academic credit and/or for compensation by posting opportunities via the Career Services Center website and through targeted emails to students
- Coordinates Internship Fairs
- Provides workshops on finding and then maximizing internship experiences

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## **OFFICE OF STUDENT LIFE**

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The Office of Student Life at UC Merced provides services that support student education, development, and growth on campus and in society. The programs and services provided by the Office of Student Life allow students to explore pursuits outside of the classroom which will aid in their personal and professional development. Students will have the opportunity to participate in activities related to leadership development, intercultural awareness, clubs and organizations, student government, community service, activity and event planning, and judicial affairs.

## Student Life Program Components

### Leadership Development

The Leadership Development program at UC Merced will serve to provide students with an opportunity to explore leadership principles and models, assess their learning and leadership styles, participate in workshops and seminars, learn to work with teams and individuals, and examine issues of ethics and role modeling. Those who participate in these programs will gain skills which will assist them in critical thinking, ethical decision making, social development, and professional preparation.

- **Leadership Series:** A leadership series taught by staff and/or faculty members will provide students with an opportunity to explore current leadership models, theory, and practice. Additionally, students will have an opportunity to review such topics as communication skills, leadership styles, group dynamics, cross cultural communication, conflict mediation and resolution, and ethics and civic responsibility. Workshops will be offered on a bi-weekly basis and allow for active participation and engagement.
- **Passport Program:** Students will have an opportunity to participate in workshops similar to those offered in the Leadership series, but will complete a specified number of workshops in the series as a cohort. They may be given tasks or projects to enhance their leadership experiences and skills outside of the series workshops. Participation in this program and successful completion of the Passport Program will lead to a certificate of achievement.
- **UC Merced All-campus Leadership Conference:** An all university leadership conference will be held annually. Faculty, staff, and community members will present workshops for students as leadership experts and consultants. This conference will allow faculty, staff, and students to attend sessions together, engage in networking opportunities, participate in dialogue regarding student issues as they relate to the growth of the university, and to provide skill building sessions for student leaders and emerging student leaders.
- **Yosemite Leadership Program (YLP):** Through a partnership with Yosemite National Park and Delaware North, the UC Merced campus will provide a unique leadership opportunity to its students. Participants in the YLP will have an opportunity to participate in traditional leadership seminars offered on campus with topics ranging from communication skills, leadership styles and skills, ethical leadership, and conflict resolution. Additionally, students in this program will also be privy to topics such as environmental stewardship, social change theory, and the politics of national parks. Students in this program will have an opportunity to participate in community service projects in Yosemite National Park, such as meadow and stream restoration, and learn about the business end of park operations by participating in internships sponsored by Delaware North, the Yosemite

National Park concessionaire. Students who participate in this semester/year long program will be eligible for certificates of achievement, academic credit, and consideration for employment at Yosemite National Park.

- **Internship Program:** Students will be given the opportunity to work with the Office of Student Life and other Student Affairs Offices to gain work and leadership experience through an internship program. Students will volunteer an average of 10 hours per week in their chosen office, and will be mentored/supervised by a Student Affairs professional. Learning outcomes will be identified and a mid semester evaluation will be provided for each participant. Students who participate in this internship program will be eligible for university credit.

### **Intercultural Programs**

UC Merced students represent the diversity of California and the U.S., and the richness that the Central Valley has to offer. Students on campus at UCM will have an opportunity to grow and develop in the areas of intercultural awareness, cultural competence, cross cultural communication, ethnic/cultural sensitivity, diversity dialogue and appreciation. UCM will have the opportunity to participate in workshops, seminars, festivals, and dialogues that highlight, educate, and celebrate the diversity of our campus, community, and nation.

- **Rainbow Festival:** Each year the University of California, Merced will host a celebration of culture and heritage, highlighting the history, growth, development, challenges, successes, and ethnic/cultural richness of our diverse University community. This festival will include keynote speakers, guest lecturers, workshops, film presentations, and networking opportunities for University and community members. This festival will last two to three days, and will involve all levels of campus staff, faculty, administrators, and students.
- **Intercultural lecture series:** Lectures provided by faculty, staff, community members or national speakers will highlight issues and topics such as race relations, cross-cultural communication, women's and men's issues, Gay/ Lesbian/ Bisexual/ Transgender education, cross cultural conflict resolution, current trends and issues in diversity education, the economics of culture, race and religious diversity, and the politics of race and gender. Students will have an opportunity to connect with speakers and to dialogue during interactive presentations and workshops.
- **International Day Festival:** The University community will share a multicultural experience as students, staff, and faculty have an opportunity to dialogue about issues, listen to presenters, sample ethnic and cultural foods, watch cultural performances, and showcase personal and group talents.
- **Film Series:** A diversity film series will highlight cultural complexities from a historical, political, economic, dramatic and comedic perspective. The

cultural/diversity related film will be shown on a bimonthly basis and open to the University community to spur dialogue and critical thinking about historical and current diversity issues.

## **Community Service**

Community Service and civic responsibility is a core principle that we want UC Merced students to embody. The community service program at UCM will allow students to gain information and exposure to local, regional and national issues, entities, and service programs. Students will be able to choose the volunteer experiences they wish to have. The UCM community service program will allow students to select programs, projects and tasks to volunteer for. These opportunities may be on campus or in the community, and range from volunteering in a soup kitchen or a hospital, to working with Habitat for Humanity to build homes. These experiences may range from volunteering for an hour to volunteering to work with an organization for a year. Students who participate in these volunteer opportunities will benefit from improved self esteem, strengthened community connections, a broadened understanding of local community issues, and strengthened leadership and intercultural skills.

## **Student Government**

The purpose of Student Government is to express the opinions, recommendations, and suggestions of the student body to the administration and faculty of UC Merced. The primary functions are to provide a voice for UC Merced students, to conduct Community Service projects, and to coordinate school activities that represent the interests of the student body. The purpose of Student Government shall be to participate in the overall frame-work of University governance and to address the interest and concerns of students and the University community through student representation and the promotion of student organizations and activities.

### **Primary Student Government Roles and Functions:**

- Student Government is the voice of the students to the Administration and Faculty.
- Utilizing the annual budget of more than \$15,000 to support the Student Government and approximately 43 other student organizations.
- Through the Rules and Regulations Branch, consider and vote on requests brought to the Student Government by campus organizations for funding and sponsorship.
- To interact with the broader university through its student representation on faculty-senate committees.
- To act on all matters which directly or primarily affect students, student rights, privileges, responsibilities, and student organizations.

## **Student Government Advisory Committee:**

The SGAC provides an opportunity for students to express creativity and to incorporate their ideas into the university. The SGAC will help the student government to organize large-scale programs and student events. The SGAC will also act as a student voice to the administration and as advocates for student needs. There will be opportunities for students to network with administration, community officials and other students. The SGAC will provide a strong and lasting foundation for the integrity of the student body.

The initial SGAC objective is to gather ideas to get the foundation started. The key objective of the first semester will be to create a constitution and by-laws and prepare the student body for the inaugural election. There are many factors to take into consideration while creating such groundwork; therefore the SGAC proposes 5 focus committees to get the operation started. These focus committees are: Campus Rules and Guidelines, Legislative, Inaugural Election, Student Advocacy, and Budget and Finance.

## **Student Clubs and Organizations**

Student Organizations promote student involvement as an integral part of a University education. The Office of Student Life serves to register student organizations, and provide services, information, education, support, and advising to assist with the development and strengthening of students and student groups. Working with University and community partners, including student group advisors, alumni, and national organizations, and through education on University resources, policies, and procedures, Student Organizations provides leadership development, organizational management, and skill development opportunities in an effort to empower students, to support quality learning experiences outside of the classroom, and to encourage active, thoughtful, involved community citizens.

## **Campus Activities and Events**

The campus activities program seeks to support and enrich the learning experience of each student while enrolled at UC Merced, and to help prepare students for the self-directed lives of service and community involvement beyond graduation.

University Campus Activities provides social, recreational and educational opportunities for intellectual enrichment, community involvement, and personal growth through a variety of co-curricular and extracurricular programs, services, and facilities. These activities which are housed in the Office of Student Life are committed to the development of the whole student and the cultivation of community on campus. Campus Activities collaborates with the academic and residential programs of the university in support of the institution's mission, preparing students for lives of individual initiative, learning, service, achievement, leadership, civic responsibility, and personal fulfillment.



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## STUDENT ADVISING AND LEARNING CENTER

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The Student Advising and Learning Center (SALC) provide services to promote student persistence and academic success during their undergraduate experience, and beyond. SALC oversees several co-curricular programs:

1. New Student Orientation.
2. Prestigious Scholarship competition advising and support.
3. Pre-professional graduate advising and support (health-related professions, law).
4. Learning support (tutoring, skills workshops, student success workshops).

### **1. New Student Orientation**

New Student Orientation is a program offered and strongly encouraged for all incoming students; it is offered concurrently with a program for parents and families. The inaugural season of New Student Orientation comprised five full-day events throughout July and August, each with 140-220 students in attendance. A similar program is offered for one day in January for incoming spring students.

Program content for New Student Orientation consists of: readiness exam administration in chemistry and pre-calculus, for students in related majors; academic advising; course registration; information sessions on all manners of student service such as campus police, dining, career services, counseling, financial aid, registration, resident life, student activities, and much more. This event also includes sample lectures offered by faculty members to help familiarize students with the classroom environment in college. The parents' program covers similar topics, in addition to a faculty panel and a student panel for questions and answers.

The 2005 New Student Orientation received excellent reviews from its participants. Students and parents attended at an anomalous rate, compared nationally and within the UC system, with a ratio of 4 parents for every 3 students in attendance, and approximately 90% of all undergraduates participating. The SALC also coordinates new graduate student orientation, with 100% attendance in 2005.

Further innovations are planned for New Student Orientation, including addition of an overnight component, and expansion of academic content within the event.

### **2. Prestigious Scholarship Competitions**

The SALC is headquarters for information and application support, interview coaching, and referral services for students aiming to participate in highly competitive programs such as the Truman, British Marshall and others. In collaboration with the three Schools, the SALC Director distributes information about these programs to all freshmen at their first interaction with an advisor. It is

the focus of the SALC to educate all students and their family members about highly prestigious programs beginning in the freshman year, in order to facilitate long-term goal-setting for ambitious students.

**3. Pre-Professional Graduate Program Admissions Advising and Support**

In collaboration with the School of Natural Sciences and Career Services, the SALC assists students who are planning to apply to medical, dental or other health professions programs with strategies for building their experience and competitiveness for such. The SALC Director works with student club leaders to coordinate informative workshops that help to prepare aspiring medical professionals, and pre-law students, by networking with professionals and organizations connected to the relevant fields of specialization.

**4. Learning Support (tutoring, skills workshops, student success workshops)**

A primary function of the SALC is to provide **peer tutoring** for courses that develop students' basic skills in pre-chemistry, writing and pre-calculus. Approximately 80 hours weekly of tutoring in these areas is available on a drop-in basis, free of charge to students in these courses. Approximately 70 hours of one-on-one writing tutoring is also available each week. Paid tutors are selected from the student body based on their background and accomplishments in the related fields of study, in collaboration with faculty when appropriate. The SALC Director trains the tutors on an ongoing basis in areas such as communication skills, methods for promoting self-empowerment among learners, eliciting questions, how to ask probing questions, referral processes to student services for peers in need of other forms of assistance, intercultural awareness, and techniques for advancing writing skills in one-on-one tutorials. Training occurs through group meetings, ongoing readings and e-mail exchanges with the Director, and required, weekly written reflections on different topics in tutoring.

Tutorials are also available in first-year physics, and writing support for first-year history and literature courses, in response to faculty and student requests. Availability of tutoring is ample for those who request it.

**Study and other skills workshops** are offered periodically, in response to faculty requests, in addition to regular planning. Attendance at these workshops is voluntary. The first three workshops, in time management, study skills, and test-taking strategies attracted a total of 134 students. Further workshop topics for the 2005-06 year include: motivation, test anxiety, know your learning style, goal setting, and utilizing your faculty office hours.

**Student Success Workshops** are offered at mid-semester, shortly after mid-semester grade reports are issued. All students in lower-division courses receive a mid-semester grade report online, issued by their instructors in collaboration with the Registrar. A registration hold is placed on all freshmen with a D or F grade in any course at mid-semester. In order to have the hold released, these students are required to attend a Student Success Workshop.

These workshops last one hour, and they open with a self-assessment exercise in which students identify, by a check-off list, elements that may be affecting their ability to work to their fullest potential. These items include personal issues (relationships, family pressures, health and dietary problems, depression and loneliness, easily distracted by friends), academic issues (under-prepared for courses, unsure how to take notes, weak study skills, skipping classes, skipping reading assignments, poor self-discipline, substituting memorization for learning), and motivation (unsure about wanting to be in college, feeling that life is “on hold,” lack of interest in learning). After this exercise, the students listen to a brief presentation on academic policies and the consequences of poor academic standing. Finally, the students break into small groups facilitated by academic advisors, student services staff members and faculty volunteers to discuss their self-assessments and the potential solutions to their problems. The session ends with each student writing and reading aloud to his or her group a success plan, listing at least 5 changes that they will make. Facilitators keep copies of the success plans, and they contact the students after the workshop to see to it that the students are working their way out of academic peril.

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## **STUDENT HEALTH AND WELLNESS SERVICES**

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The mission of Student Health & Wellness Services is to help each student achieve maximum physical and emotional health so that each may participate fully in the academic and personal growth opportunities afforded by the university.

### **Health Education**

One of the primary roles of Student Health & Wellness Services is to be available as an educational resource to students who have questions regarding their health & wellness. With health education brochures, handouts, individual health counseling, and online resources, Student Health Services attempts to optimize student wellness, with an emphasis on prevention.

We are committed to planning for and responding to the needs a diverse and changing student body by offering relevant and current information about health issues. We are dedicated to providing resources that will assist students in preventing disease, staying healthy, helping others and/or coping with health problems.

Some of our health education categories include:

- Tobacco/Smoking Prevention
- Alcohol Use/Abuse Issues
- Nutrition/Weight Management
- Sexual Health

- Stress Prevention
- Substance Use/Abuse Issues

## **Peer Education**

The mission of the Peer Health Educator (PHE) Program is to provide an effective peer network to encourage, support, and advance healthful living for all UC Merced students. The PHE program promotes the seven (7) aspects of wellness as an attempt to make students aware of the importance of a balanced lifestyle and approach to learning. PHEs have the unique opportunity to participate in small, weekly group meetings with a trained Health Educator to learn important counseling, listening, and group facilitation skills. They learn the most current information on a variety of health related topics including general wellness, eating disorders/body image, alcohol and substance abuse, and sexual assault prevention. In addition, PHEs are trained to facilitate interactive presentations, discussions, panels, workshops, and health awareness events for UC Merced students within the residence halls, classrooms, student organizations, and off-campus organizations. PHEs gain important leadership skills, develop teaching and public speaking skills and have the opportunity to work with other students and campus staff. The PHE Program is open to all UC Merced students regardless of major or class year.

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## **STUDENT HOUSING AND RESIDENCE LIFE**

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The UC Merced Student Housing experience extends beyond providing residents a safe, secure, comfortable, and convenient place for students to live and eat. In fact, Student Housing plays a vital role in enhancing the “Student Experience” by facilitating opportunities for continued learning and the application of these skills outside the classroom setting.

One of the primary means to achieve this goal is through programming, the implementation of intentional opportunities to further develop a resident students’ potential. The model below, adapted from the *Guiding Principles for General Education at UC Merced*, provides a framework from which the RA staff implement these learning opportunities. It is the goal of UC Merced Student Housing staff to engage residents in further developing beneficial skills and knowledge about the areas outlined in the categories below.

- **Civic Leadership**

- Develop an appreciation for the diverse perspectives which makes individuals and groups unique and important within our society
- Become an environmental steward by demonstrating care for future generations through sustainable living and environmental and societal responsibilities
- Assume an active role in bettering your community

- **Celebrating Community**
  - Develop a personal understanding of what it means to be a contributing member of a community
  - Achieve social wellness through the creation and maintenance of healthy relationships
  - Assume responsibility for oneself and support others to achieve the full promise of one's abilities
  - Recognize individual and group achievements and contributions for the betterment of community
  - Appreciate and be knowledgeable about all forms of human creative expression (art, literature, etc.) and its role in shaping/defining community
  
- **Ethics and Decision Making**
  - Develop a personal understanding of what it means to be ethical, just, and moral
  - Knowledge of how to assemble, evaluate, interpret and apply various and diverse factors bearing on decisions
  - Ability to apply ethical practices in their communities and professions
  
- **Leadership and Team Work**
  - Develop an appreciation for various leadership styles and further develop oneself as a contributing member of a community
  - Capitalize on ones ability to work effectively in both leadership and team roles
  - Make effective connections and integrate personal expertise with the expertise of others
  - Convey information to and communicate and interact effectively with multiple audiences, using advanced skills in written and other modes of communication
  
- **Student Success**
  - Be provided tools to implement a successful plan to navigate oneself through their college career and be prepared for life after college
  - Be knowledgeable of the various academic and support services available to UC Merced students
  - Understand the value of maintaining a healthy lifestyle balance